|  |  |  |
| --- | --- | --- |
| **A Living Praxis Inquiry Protocol and activities for its use as an evaluation tool by pre-service teachers** | | |
| Teaching process – rationale  Dialogue and collaboration  Integrating and connecting theory and practice  Linking praxis and practice  Teaching and learning moments  Teaching for the possibility of being taught | **Praxis Stage** | **Activities – Questions - Components – Possibilities- Actions** |
| 1.Questioning | Questions – covering the 3 types  Ontological (experience, understanding and commitment) – Epistemological (knowledge and its application) – Technical (effective strategies and techniques)  What are my challenges?  Why am I doing it this way?  What do I wonder about?  What are the current issues and questions from my classroom?  What do I do well?  What can I do better?  How can I do better? |
| 2.Describing | Situated context – judgements in concrete situations – challenges – pragmatic reality –subjectivity  What do you see?  Authentic cases – sharing and Discussion of artefacts from different classrooms  Unpacking the situation/case – What? – When? – Where? – Who? – How? |
| 3.Explaining | Consciousness – complexity – sophisticated business – dialogue – uncertainty – truth/reality – responsibility – co-producers  Why? – Rationale – what do you think? – What do your peers think?  Other people’s ideas and theories – peers, mentors, lecturers, learning coaches, leading teachers, principal’s perspective  Introduction/use of the relevant literature/theory to explain observations |
| 4.Theorising | Understanding – learning from – being taught by – second knowing – who we are – how we are – is that what I desire?  **Personal** theory – I believe, I think, I value  What do YOU think? What do you believe? What do you value?  Inter-subjectivity – intra-subjectivity – developing your ideas – refining and exploring possibilities |
| 5. Changing /  re-imagining | What is a good vision? What do you envision?  How are you improving life? How is the new vision emancipatory?  What values and virtues underpin this new vision?  How are you developing a vision?  What would you change?  How would you improve?  What could you do differently in your own classroom?  Imagine this situation in your classroom next term or in 3 years, what would you do? What does it look, sound and feel like? |